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ABSTRACT

This report is based on research findings indicating that many British colleges of further education have widely disparate salaries for professional staff members. Often salaries bear no relation to complexity of work performed. In addition, equal employment opportunity laws requiring equal pay for similar work may not be followed. A job evaluation scheme using rating points for various job functions and a typical position description resulting from the classification system are proposed. Following a description of the research project, the document includes the following: a sample job description detailing major tasks, job activities, and performance requirements; list of benchmark jobs; factor analysis of benchmark jobs; and the manual for the job evaluation scheme and the 10 rating factors--preentry qualifications, training period required, job knowledge required, particular skills, contacts and relationships, confidential information, effect of decision making, budgets/expenditure/income, managing staff, and health and safety. (KC)

Mendip Papers

Job evaluation in the FE corporation

Bob Saunders

The Staff College

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From university, Bob went into industry as a sales office management trainee. He then spent five years in work study and O&M, culminating as head of work study in a factory producing photographic film. Bob then spent two years in personnel as group training manager before joining the Engineering Employers' West of England Association where, over a 15 year period, he was a successively a trainer, consultant, senior consultant and deputy principal. After this he moved into FE to become a principal lecturer in management. He joined The Staff College in 1988.

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Introduction

Throughout the 1970s, as a senior consultant and later as a manager with the Engineering Employers' West of England Association, I ran training courses on job evaluation and conducted consultancy assignments in engineering factories, a finance house, a port authority, a shipping firm, a university and in local authorities.

For the last 18 months I have been engaged on a research project aimed at finding out how that experience can best be put to use for the benefit of the new further education corporations. This paper describes the results of that research. It starts with an analysis of the salary anomalies which exist in many colleges, and defines what the role of job evaluation might be in dealing with those problems.

It then describes the process that led to the design of a new Staff College job evaluation scheme to cover all college staff, and discusses how this can be used either to deal with specific limited problems or to carry out a complete redesign of an institution's salary structures.

Existing salary problems

Most colleges have a backlog of salary problems which they are carrying with them into incorporation – some minor but others more serious.

There can be few institutions lucky enough to have none of the following problems.

Academic staff salaries often bear little relation to the complexity of the jobs being performed

This is caused in part by the way that lecturing posts have been graded in the past. The number of promoted posts in a college was calculated according to a formula based on the 'Burnham' grading of courses. This grading was based on the academic level of the students, which often did not reflect the demands made on the lecturer. This was compounded by the fact that there were some very strange anomalies in Burnham gradings. The effects were made worse by the automatic progression from the lecturer II grade (or LII to give it its abbreviated form) to senior lecturer (SL) grade for those whose timetable contained 50 per cent or more 'advanced work' (Burnham grade II/III or above).

In some colleges, advanced work was passed from LII to LII to enable as many people as possible to progress to an SL. They would in many cases revert to non-advanced work immediately the promotion was achieved.

When a new substantive senior lecturer post became available to the college it was for the principal to decide to whom it should be awarded. The decision was often political rather than based on a rigorous analysis of all the jobs in contention. Often, there was strong pressure to share out promoted posts between departments, whether or not the complexity of the work justified the allocation.

As a result of this unsystematic approach to lecturer salary determination, promotion to senior lecturer was often more a matter of luck than merit. Consequently it is not uncommon to have people on different grades doing virtually identical work. Some colleges have heads of school on both lecturer and senior lecturer grades. There may even be some who were previously principal lecturers and are now on 'management spine' salaries and conditions.

Colleges often have a backlog of APT and C staff regrading claims

Before the 1988 Education Reform Act introduced local management of colleges, support staff (APT and C staff) re-gradings were usually handled by the local authority's job evaluation unit. When college governors took over the responsibility for grading posts, the college often lacked either a job evaluation system or the expertise to use it. The withdrawal of the job evaluation scheme formerly in the purple book (because it had been found to be discriminatory) compounded the problem.

Placing new posts on the management spine has caused some difficulties

When the management spine was introduced, existing principal lecturers and heads of department transferred automatically from their old grades to the appropriate position on the new spine, except in those colleges which chose to give increments to compensate for loss of holiday entitlement. However, most colleges have found it necessary to create new management posts for functional specialists, particularly in finance and personnel management.

The salaries for these new posts are often determined by the local rate for the job, especially where post holders have been attracted from the private sector, or by negotiation with the individual. This can result in new posts whose salaries do not relate very easily to the salaries of those already on the management spine.

Part-time lecturer rates

Until 1991 the three pay rates for part-time lecturers were linked to Burnham grading of courses. With all its failings, this system at least offered a rationale which could be used to justify individual grading decisions. But with the Burnham Grading Committee disbanded, and governors given the power to determine gradings, colleges had to make their own decisions about which grade to apply. Successive National Joint Council (NJC) agreements safeguarded the pay grades of part-timers employed before August 1991, but some colleges succumbed to the temptation to pay the lowest possible rate to any individual recruited after that date. Where this has happened, inequities abound between established and newly recruited part-time lecturers.

This is the tip of an iceberg of problems concerning the employment of part-time staff in the UK. Recent decisions in the European Court of Justice make it clear that it is becoming increasingly

untenable to subject part-time staff to pay and conditions which are inferior to those of full-timers doing similar jobs. In 1992 the introduction of five part-time grades instead of three was an attempt to make it possible to give part-time lecturers service increments. The difference in the hourly pay rate itself may eventually have to be addressed. Meanwhile, the unsystematic allocation of five grades instead of three could easily increase rather than reduce the number of pay anomalies affecting part-time staff.

Anomalies between senior support staff and colleagues on lecturer grades

This is perhaps the most serious problem of all. It has arisen particularly because pay negotiations for college staff were until 1992 conducted on three separate national joint councils (for lecturing, support and APT and C staff). This not only left us with the three separate sets of working conditions described in the Silver, Purple and White books; it also resulted in different levels of pay increases over a period of years. On two occasions, the lecturers' unions were successful in gaining large increases to compensate for salary slippage in comparison with other occupational groups; the APT and C (administrative, professional, technical and clerical services) union negotiators were not so fortunate.

The problem was exacerbated by the tendency of local education authority (LEA) job evaluation teams to underestimate the complexity and responsibility of college support staff jobs. In many areas, there seems to have been a marked reluctance to pay more for a college job than a town hall job with a similar title – ignoring the fact that in the local authority office the job holder was probably one of several doing the same job under supervision, whereas in college the person was likely to be working alone on their own initiative.

In most colleges there is a considerable amount of resentment among support staff about the difference between their pay and conditions and those of the lecturers. Striving towards total quality in a college will require real team work, involving staff from all levels and disciplines. It will not be achieved unless some effort is made to tackle the present inequities in pay and conditions.

The effects of salary anomalies

The resentment among APT and C staff is a good example of the way in which pay injustices corrode staff morale. There is nothing more demoralising than feeling undervalued and unjustly treated. It is widely accepted that salary anomalies reduce performance and increase staff turnover. However, this is not the only reason for correcting such anomalies; there is also legislation on equal pay to consider.

Equal pay considerations

The Equal Pay Act (1970) stated that a woman (or man) may claim equal pay and conditions to those of a comparator of the opposite sex working for the same employer if:

- they are doing **like work** (i.e. work which is 'the same' or 'of a broadly similar kind');
- the two jobs have been **evaluated as equal** using an analytical job evaluation scheme; or
- the work they are doing is of **equal value** in terms of the demands made on the worker.

Two heads of school, one on lecturer grade and one a senior lecturer through the bar, may well be doing **like work**. If they are of different sexes the potential for an equal pay claim exists.

A female chief administrative officer may be doing work of **equal value** to that of a male head of department or assistant principal, but may have an unjustifiably lower salary.

In an equal value claim the jobs involved can be completely dissimilar. When such cases come before an industrial tribunal the tribunal will arrange for experts, using job evaluation, to assess the skill and responsibility levels of the jobs which are being compared. The tribunal will rely on the experts to establish the equality or otherwise of the jobs. If two jobs prove to be either like work, equally evaluated, or of equal value, the employer's only line of defence is to show a 'material factor' (other than sex) which justifies the difference in pay.

Some material factors which have a reasonable chance of succeeding with a tribunal include:

- the 'personal equation': unequal pay can sometimes be justified by a significant difference in individual qualifications and experience;
- protected salaries where, after a job evaluation exercise, the salaries of those individuals found to be overpaid are protected, these 'red-circled' jobs cannot normally be used as comparators;
- pay and conditions packages where two remuneration packages are deliberately designed to compensate for different conditions of service by differences in salary;
- market scarcity: if it can be proved that it was impossible to recruit to a post without offering an increased salary, this could justify unequal pay while a particular scarcity exists. If the recruitment position eases, however, it could be difficult to justify continuing the inflated salary. Market scarcity can never be used in reverse to justify low pay for jobs where recruits are plentiful.

Even these material factors, which have succeeded in the past, cannot be relied on entirely as the tribunal will take into account all the facts and circumstances of the particular case. It is safer, wherever possible, to ensure that the pay is not unequal in the first place.

Unfortunately, the salary anomalies which exist in most colleges leave them open to the possibility of equal pay claims. One claim can lead to a series of leap-frogging claims from other staff members which can have a significant effect on the payroll.

A tribunal case in Scotland in 1990 (industrial tribunal case number S/1072/90) illustrates the dangers of the sort of problem which exists in most colleges.

Mrs Dorothy Tedman, a school teacher, carried out the duties of the senior teacher in her subject area (computing) for two years without being promoted to the Scottish grade of depute principal teacher. She took her employer, Strathclyde Regional Council, to an industrial tribunal, comparing her job with those of the senior teachers of music and geography, both males who had been given the grade of depute principal teacher. She was awarded equal pay, and £6,000 in back pay. No less than 60 other teachers in the Strathclyde region in similar positions made follow-up claims after her success.

The similarities between this case and the college which has heads of section on lecturer grade and senior lecturer grade are all too obvious.

The best way to ensure that such problems are eliminated in future is to base salary structures on job evaluation using a non-discriminatory analytical scheme.

Other approaches to pay determination

In the last few years there has been something of a reaction against the constraint of applying the same standard salary rules to all employees. In many of the new universities, for instance, the salaries of managers (from head of department upward) are settled by individual negotiation between the manager and director. The same idea is being mooted for FE corporations.

This may be an attractive option at management level but it would be difficult to apply to all employees due to the sheer management workload involved in negotiating a large number of individual remuneration packages.

Individually negotiated schemes often rely on staff keeping their salaries secret. Indeed, one hears of organisations where employees are asked to sign an agreement to that effect. This is not, as it might appear, a complete protection against equal pay claims; a tribunal has the power to order an employer to disclose the salaries being paid to individuals if this information is germane to a possible claim for equal pay.

Another recent trend has been to try to find ways of allowing salary advancement without this necessarily being linked to a change in the nature of the work done.

If we take further education as an example, someone engaged full-time in teaching has limited

promotional opportunity. Promotion to the management spine usually involves giving up teaching and taking on administrative or managerial responsibilities. (It is only recently that the possibility of senior lecturers with full teaching loads has been available.) The alternative would be to allow the teacher who was particularly good at the job, and did not wish to give it up for other work which they might not do so well, to become some sort of 'super teacher'. The 'skills matrix' approach would allow enhanced pay to those who acquired and used in their work a wider range of skills than those expected of the normal teacher. (See Job descriptions for the 21st century by Moravec and Tucker in **Personnel Journal** June 1992 for a full explanation of the skills matrix.)

Again, this concept has its attractions and the same principle could no doubt be extended to other college staff. Indeed, there have already been some moves to allow movement between APT and C grades for those whose job performance is exceptional.

There is, however, a danger that this sort of flexing of salary structures could easily lead to confusion and new anomalies unless it is done in a very systematic and thought-out way. The key prerequisite is to have a well organised salary structure as the basis from which to start.

Neither individual salary negotiation nor skills matrix approaches are necessarily incompatible with job evaluation. Having graded a job by evaluation, it is possible to negotiate a different mix of pay and benefits for individuals as their personal way of receiving the value of the job. The skills matrix approach can be used where appropriate as an added refinement to a soundly evaluated basic salary structure.

Neither of these approaches will on their own provide a solution to the salary problems which now exist in FE corporations. Job evaluation (in some form) provides the only sure protection against equal pay claims and must be the basis of any serious attempt to harmonise pay levels between academic and support staff.

The nature of job evaluation

Job evaluation can be defined as the complete operation of determining the value of an individual job in an organisation in relation to the other jobs in the organisation.

It is concerned with analysing differences in the skill and responsibility levels of jobs and has noth ng to do with differences in the performance of people. If you wish your pay system to reward individual performance you need performance related pay or some other form of incentive scheme as part of the package.

Job evaluation is based on the philosophy of paying the same for equally arduous work; exactly the same philosophy as that enshrined in the equal pay legislation. A low salary may be acceptable and just for a job with little responsibility and requiring little skill. Jobs which make greater demands deserve more pay.

Job evaluation is always comparative not absolute. It works by comparing jobs and eventually putting them in an order of value. It is a quite separate operation, often involving management/union negotiation and affected by general economic factors, to decide how this order of value should be translated into pay levels.

Job evaluation can only be as good as the job descriptions on whic' it is based. These job descriptions must be co plete, concise and current. As well as describing what the post holder does, they must also systematically analyse the skills needed to do the job and the nature and level of the responsibilities undertaken. Job descriptions written for recruitment purposes will be quite inadequate; new ones will have to be written. An example of a job description written for job evaluation is shown in Appendix 1. (For information on how to prepare suitable job descriptions, see **Mendip Paper 037** Job analysis and the preparation of job descriptions, Saunders 1992)

Some commonly-used job evaluation methods

Since 1918, when Sperry Gyroscope Company Inc began to operate one of the early successful schemes in the USA, a number of different approaches to job evaluation have been tried. They include both quantitative and non-quantitative systems.

A non-quantitative system ranks jobs in order of value, but does not give any indication of the degree of difference between particular jobs. A quantitative system allocates points to individual jobs and so quantifies the difference between them.

Ranking systems

Ranking is the simplest non-quantitative system. At its most basic, the members of a committee are asked individually to place job descriptions in order of their value to the organisation. Any disagreements are settled in subsequent discussion.

Paired comparisons

A more powerful, but more time-consuming approach to ranking is to use paired comparisons. In this system, each job to be evaluated is compared independently with every other job, and a decision is made as to which of the pair is worth more. The final ranked order is determined by counting the number of times each job has been preferred in the series of independent decisions. This scheme can work well with a small number of jobs, but the complexity accelerates rapidly as the number increases. Evaluation of 10 jobs requires 45 separate decisions by each committee member, 20 jobs demand 190 decisions and 40 jobs 780.

In the 1970s, computerised systems were introduced to make it possible to apply the paired comparisons principle to large organisations. In the direct consensus method, for instance, the job titles to be evaluated were fed into the computer and it printed out a list of all the possible pairings divided into 'decision blocks', each requiring a small number of decisions. These decision blocks were allocated to large numbers of people representing both management and employee interests. Each person made a limited number of decisions. The computer was then used to produce a ranked order by analysis of all the decisions made. It also calculated the degree of consensus and identified areas of significant disagreement between the evaluators.

Job grading

Job grading is another non-quantitative system. In this scheme the grading structure is decided first, and a careful definition is made of the sort of job which is expected to fall into each grade. Job descriptions are then compared with grade definitions, and the job fitted into the most appropriate grade.

Job grading typifies some of the problems with non-quantitative systems. As one is dealing with complete jobs when making evaluation decisions, it is difficult not to be influenced by existing rates of pay.

Quantitative systems

Quantitative systems strive for greater objectivity by considering separately a number of different demands which jobs make on those performing them. Jobs require differing levels of skill, responsibility, physical and mental effort, and working conditions. Each of these factors or characteristics can be sub-divided further. Skill, for instance can be considered under headings such as education level, previous experience required, learning period, judgement, initiative and so on.

Factor comparison

The factor comparison scheme uses four or five factors only. About 15 key (or framework) jobs are selected and ranked under each of the factors, (framework jobs must be unanimously agreed as being fairly paid already in relation to each other). When the ranking has been agreed, points, in proportion to the present salary of each job, are split up among the factors, each factor receiving an appropriate share of the points to reflect its relative importance. The rankings under each factor and the points allocation are then cross-checked, and if necessary reconciled, so creating a points framework as the basis for evaluation of other jobs.

All the other posts to be evaluated are then considered factor by factor, slotted into their correct position in the framework and allocated points for the factor. The points awarded for each factor are totalled to give the overall points value of the job.

Factor comparison schemes have the advantage of being based on the most acceptable elements of the existing salary structure. They have been criticised, however, because they may tend to perpetuate the status quo and in doing so carry forward existing inequalities in pay between jobs done mainly by men and those almost exclusive to women.

Weighted points scheme

The weighted points system has been the most commonly used form of job evaluation over the last 70 years. Appropriate factors (usually between eight and 12) are selected as the criteria for determining the relative worth of jobs in the organisation. The number of points given to each factor is weighted accordingly to its relative importance. The meaning of each factor is carefully defined, and steps or degrees within each factor are specified to make the allocation of points easier when evaluating. The resulting job evaluation manual is validated before use. The job description for each job is then considered separately, and points are awarded under each factor, so that a total points value for the job can be built up.

Industrial tribunal judgements on equal pay claims insist that job evaluation must be sexually unbiased and analytical. Their preference is understandably for a soundly constructed weighted points scheme.

For all its apparent objectively, however, it is wise to remember that a weighted points manual is itself the result of a great many subjective decisions about the selection and weighting of factors and the way points are awarded. Job evaluation is still more of an art than a science.

Disadvantages of job evaluation

So far only the positive aspects of job evaluation have been stressed, but it is worth considering the disadvantages of job evaluation such as the time it takes and what it means in terms of future commitment.

As a job evaluation consultant, I always warned clients that job evaluation was a time consuming exercise which should not be undertaken lightly. Let us assume a college with 200 lecturers and 150 support staff, where the management wishes to evaluate all their jobs to harmonise salary levels.

350 people probably implies at least 140 different jobs because, although some jobs have a number of staff engaged on them, others are unique. 140 jobs will mean at least 140 days' work for one job analyst to produce the job descriptions. Each description will involve an extended interview with the post-holder, discussion with the post holder's line manager, the writing of a first draft, checking that draft with the post-holder and manager, and the production and checking of the final version.

The actual process of evaluation is likely to involve a team of people. After two or three days' initial training, they should be able to evaluate a job in 20 or 30 minutes: committing them to 50-70 hours of committee work.

Having completed a job evaluation exercise using an analytical scheme, there is no option but to implement the results. To do otherwise would be in breach of the Equal Pay Act 1970. There will be some payroll cost involved because 'underpaid' staff will have their pay raised while 'overpaid' people are likely to have their salaries protected. This is not quite as alarming as it seems, but such costs must be allowed for when evaluation commences. The process of implementing job evaluation results without losing control of the costs are considered below (relating job evaluation results to salaries).

I am very aware of the difficulties which some colleges may face in financing changes in the early days of incorporation.

The Staff College job evaluation scheme

Background

In January 1980, when I left industry to take up a post as principal lecturer in management and trade union studies in a technical college, I was horrified by the all too obvious salary inequities I found there. My own new unit consisted of myself, five senior lecturers through the bar, and one lecturer (LI) on the top of his grade. The senior lecturers and the LI lecturer were doing identical work.

There was, however, nothing I could do about the matter at that time. Pay was controlled by the local education authority on nationally agreed principles and the inequities just had to be endured.

The Education Reform Act 1988 changed the situation and gave the power to decide job gradings to college governing bodies. By this time I was at The Staff College and realised that there was now an opportunity for a college to employ job evaluation as an aid to salary determination.

My first opportunity to study how the process might be applied in a college context occurred in 1990, when I was asked to carry out a consultancy assignment in an incorporated HE institution to sort out the salary differentials between a limited number of middle managers in the support functions. Working with a colleague I used an analytical version of paired comparisons ranking to complete the assignment.

Encouraged by this experience, I began offering a series of short courses on how to implement job evaluation in March 1991. One FE college represented on the first course asked me to train a team of job analysts, so that they could start preparing job descriptions with a view to introducing job evaluation after incorporation. This proved a very useful exercise, because it gave me access to a range of job descriptions written to my preferred format with job evaluation in mind.

It soon became obvious that colleges wanted more than a theoretical course on how job evaluation could be of benefit to them: they required an actual scheme which could be readily applied in their own college. The options available to them were limited. One possibility was to employ consultants, but the costs were usually prohibitive. The Local Government Management Board (LGMB) were offering to apply their own new job evaluation scheme at a much more reasonable cost. This option was explored with course members but the scheme had been designed for use in local authorities and the way its factors and levels of skills and responsibility were defined meant that it did not lend itself to easy use in the college context. I flirted with the idea of amending this scheme for use in colleges and did in fact produce a re-drafted version; but I was never happy that it would give ideal results in a further education application.

In June 1992, with some trepidation, I decided to carry out some exploratory work to see if it would be possible to devise an easy-to-use job evaluation scheme capable of assessing both academic and support staff posts in a further education college.

Problems in scheme design

As suggested earlier, job evaluation is an art not a science. In spite of the apparent objectivity of a well-devised job evaluation manual, it relies heavily on subjective judgement both in the design of the scheme and in its subsequent use.

There is a very real danger that in carrying out job evaluation assumptions are made about the relative value of different types of work which tend to perpetuate the status quo. For example, because catering staff have traditionally been low paid, it is easy to undervalue the skills of a chef compared with those of an engineering technician.

The Equal Opportunities Commission (EOC) have pointed out that because women have traditionally been placed in lower paid jobs, judgements based on the existing situation will tend to perpetuate the discrimination against women which currently exists (EOC 1990). They therefore have little faith in any system where whole jobs are compared with each other to determine their relative values and insist on an analytical approach, where different attributes of the job are considered separately in building up the overall assessment. The EOC's recommended procedure is, therefore, to use a points rating system, in which the various skills and responsibilities of the job are considered separately. The points awarded for each of these job factors are then added together to give a points total for the job.

With the EOC's recommendation in mind it was almost inevitable that The Staff College scheme (like Hay and the LGMB models) should be a points rating scheme.

Unfortunately, the design of a points rating manual in itself demands a large number of subjective judgements. In deciding which factors to use and how the points for the various factors should be weighted, value judgements are inevitable. One can only hope, by approaching the task with this knowledge in mind and by adopting a self-questioning approach and a procedure which is to some degree self-checking, to make the final manual as objective and free from bias as possible.

The design process

In this case, I used the tested procedure I have used in the past when designing a new job evaluation scheme. The starting point is to acquire good job descriptions for a selected set of 12-16 benchmark jobs. The benchmark jobs are chosen to be representative of the whole population of

jobs to be measured by the scheme. Between them, they should reflect the different sorts of work being done, and the variety and range of levels of skills and responsibilities involved. They should include jobs mainly done by men and jobs mainly done by women. In a multi-site college, they should be drawn from all the main sites where the work is performed.

By June 1992, I had access to a number of job descriptions where performance requirements had been carefully analysed. Some of the job descriptions from the higher education institution job evaluation exercise were equally applicable to an FE setting. The job analysts I had trained in the FE college had analysed a wide range of different college posts.

I selected what was suitable from these sources, decided what posts still needed to be included to make the benchmark jobs representative of an average FE college, and then wrote job descriptions specifically to cover those gaps. The benchmark jobs selected are listed in Appendix 2. Two of the original job descriptions were later replaced: one because it was untypical of similar jobs in most colleges, the other because the job description had serious ambiguities which made it difficult to use.

The next step was to study the benchmark job descriptions carefully and to carry out a ranking exercise on them. Using the paired comparisons technique, I was able to list the jobs in order of skill (from the most skilful job to the least skilful); in order of responsibility; and in order of overall value. Although the procedure involved taking two jobs at a time and carrying out a line-by-line comparison of their performance requirements, it is impossible to claim that this process is entirely objective. Nevertheless, the ranked orders did reflect a considered judgement based on several days' work. As such, they seemed rigorous enough to be used to cross-check the results given by the new scheme I was about to design.

A new study of the benchmark job descriptions was now undertaken, with the object of analysing what factors of skill and responsibility were identified in them and the levels of each factor which were occurring in different jobs. Appendix 3 shows a small portion of the analysis sheet used. 15 different factors appeared in the job descriptions:

- pre-entry qualifications;
- pre-entry experience;
- learning period in the job;
- job knowledge base required;
- particular skills required;
- internal contacts;
- external contacts;
- caring relationships;
- responsibility for public relations and the college image;
- immediate supervisor;
- responsibility for confidential information;
- decision-making;
- responsibility for budgets, expenditure and income;
- responsibility for subordinates;
- responsibility for health and safety.

A number of points have to be considered in deciding finally which factors to finally include in a scheme:

1. If there are too many factors there will probably be a degree of overlap which will cause double-weighting of the same area of responsibility or skill.

2. Inclusion of marginal factors adds much to the workload but little to the accuracy of the results achieved.

3. Omitting an important factor will inevitably cause injustice to a number of jobs.

4. Factors must be recognised as having a direct bearing on the value of the job.

5. Factors must be definable in a way which will be readily understood by those who are to use the manual. Panel members cannot make rational judgements if they do not understand what it is they are assessing.

6. Factors should be discrete and distinctive. It is no use using as a factor some attribute which all the jobs possess to a similar degree. Effective factors are those which separate jobs and on which some jobs score highly, others moderately and some not at all.

7. Finally, great care must be taken to ensure that the factors chosen do not, as a package,

favour 'male' jobs at the expense of 'female' jobs.

When these criteria had been taken into account the original list of 15 factors had been reduced to 10. Every one of the benchmark jobs could claim a broadly similar responsibility for public relations and the college image, leading to its rejection as a suitable factor. Internal and external contacts and caring relationships seemed to overlap, and were therefore combined. The remaining changes were occasioned by overlaps or concerns about discrimination, after consideration of guidelines suggested by the Equal Opportunities Commission in their booklet **Job evaluation schemes free of sex bias** (EOC 1990).

The final factor plan adopted in the scheme was as follows:

1. pre-entry qualifications;
2. training period required;
3. job knowledge required;
4. particular skills;

} skill factors

5. contacts and relationships;
6. confidential information;
7. effect of decision-making;
8. budgets, expenditure and income;
9. managing staff;
10. health and safety.

} responsibility factors

When it came to the next step of writing definitions of the factors and the degrees or levels within them, I once again relied heavily on the job descriptions. In particular, the degrees described in the scheme correspond, wherever possible, with actual levels that occurred in the jobs; they are not theoretical steps in a theoretical hierarchy.

There is always a problem in trying to produce a scheme for use in many different establishments, particularly when these establishments vary from each other as much as FE colleges do. The wording used in descriptions may be inappropriate to some situations and need local modification.

Another difficulty was to find wording which could apply equally well to manual, clerical and academic jobs. Decisions had to be made about what constituted equivalent levels of skill and responsibility in the different disciplines; only practical application will show whether the broad consensus of college staff will agree with all the judgements I have made.

The final stage of the process of manual design is to determine the relative weightings of the various factors; to decide how many points should be allocated to the highest level of each factor and how many to each level below the highest level. This is the process that gives the final scheme its deceptive appearance of scientific accuracy. It is, in fact, probably the most unscientific process in the design a job evaluation manual. There is no way in which the relative value of factors can be measured. There are no reference data to which to refer. The only method I know is to make a series of subjective decisions based on gut feelings about the relative importance of various factors and then see how they work in practice by evaluating the benchmark jobs and comparing the scheme's results with the previous ranking exercise.

I started with an arbitrary decision that the scheme should have 500 points in total. I considered that responsibilities, in total, would be marginally more important than skills. I then took the 10 factors in the scheme, ranked them in what I considered to be their order of relative importance, and allocated them points in such a way as to maintain the ranked order and at the same time the overall responsibilities/skills balance.

Points for degrees within a factor were allocated to give equal divisions, except where some special consideration made this inappropriate.

Testing and modification

The comparison between the evaluation given by this new scheme and the original ranking exercise was encouraging but, as one might expect, showed up a few inconsistencies (see **Figure 1**).

Figure 1: Comparison of benchmark job rankings with first attempt at points evaluation

Job	Ranked order	Points evaluation
K	1	485 (1)
J	2	459 (2)
G	3	406 (3)
A	4=	356 (4)
I	4=	351 (5)
H	4=	330 (7=)
P	7	330 (7=)
Q	8	343 (6)
L	9=	307 (9=)
M	9=	322 (8)
E	9=	273 (11)
D	12	307 (9=)
N	13	274 (10)
B	14	122 (12)
C	15	116 (13)
O	16	75 (16)

There followed an extended period of trial and error, involving checking the evaluations and rankings of jobs showing inconsistencies, experiments with changes to factor weighting and critical re-examination of some job descriptions. The final outcome was as shown in **Figure 2.**

Figure 2: Comparison of benchmark job rankings with points evaluation using modified scheme

Job	Ranked order	Points evaluation
K	1	489 (1)
J	2	459 (2)
G	3	397 (3)
I	4=	360 (4)
A	4=	344 (5)
H	6	328 (7=)
P	7	315 (7=)
Q	8	335 (6)
M	9=	303 (10)
L	9=	302 (11)
D	11	306 (9)
N	12	262 (12)
B	13	142 (13)
C	14	114 (14)
O	15	89 (15)

The only remaining concern of any significance is that the scheme appears to be more generous to job Q then the original ranking. This is one of the specially written job descriptions so part of the problem may be that the post was set in an establishment very different from the others. I decided that the level of correspondence between ranked order and points evaluation was now acceptable, and that we could reasonably offer the scheme for testing in an FE corporation.

At time of writing, the scheme has been tested only on academic or support staff. What has yet to be tried is an application involving both support and academic posts. In the test on support staff jobs, the scheme's results coincided closely with the college managers' ranking of the posts.

Potential uses for the scheme

A college could use the scheme in a number of different ways and to achieve a variety of objectives.

In the first place, it can be adopted as a back-room tool for the personnel manager, to help with decisions about the grading of new posts or to help with the assessment of suspected anomalies. It could be used by management to discover how good or how bad their salary differentials really are; on the management spine, among support staff or among senior lecturers. The scheme could also be used by management to conduct a limited private exercise to estimate the potential cost of harmonising salaries between academic and support staff. Alternatively, the scheme could be agreed with the unions as a means of settling re-grading claims. In this case the results would be public and could involve union participation in the evaluation process if management felt this to be beneficial. Finally, it could be used as a means of bringing about major cultural and organisational change by harmonising salaries between those on different conditions of service.

The potential consequences of the latter option should not be under-estimated. Among its advantages would be to achieve security against equal pay claims, to eradicate the 'them and us' ethos between academic and support staff and to make it easier to deal with new roles like instructors or tutor librarians. If you were given the opportunity to organise a college from scratch and asked yourself 'what job roles do we need in order to fulfil the aims and objectives of this organisation?' it is highly unlikely that you would divide the work in the way it is now divided in most colleges. Why do we have so many academics with functional administrative roles rather than functional specialists? An integrated salary structure would make it possible to reorganise the college over a period of years. One could recruit appropriate people to do the jobs that needed to be done and pay them a suitable rate for the job, unhindered by the present arbitrary dividing line between teaching and support staff grades.

This Utopia will not be easy to achieve. The lecturers' unions are not likely to take kindly to proposals that may change salary differentials in favour of support staff. They may feel threatened by the introduction of new roles which may carry out some of their traditional functions at lower cost. It will require brave and capable management to bring about the change in attitudes which will be necessary and to carry all the staff with them through the change process.

If staff and unions are going to be comfortable with and committed to new integrated salary structures, it will be necessary to involve them in the job evaluation process.

When I helped industrial companies to rationalise their wage structures we invariably set up a job evaluation panel consisting of equal numbers of managers and union representatives and representing all the major departments and employee groups. I would always try to make this a panel of five (with an independent chair) but usually found it necessary to go to seven to make it fully representative. This panel would, with my help, select the benchmark jobs and rank them, and then be involved in the selection, definition and weighting of the factors in the scheme. Having designed the manual they would test it on the benchmark jobs and compare the results with their own rankings. When they were satisfied with the scheme, they would then begin to evaluate all the remaining jobs in the organisation.

After a few hours of work it became increasingly difficult to distinguish managers from union members of the panel. The commitment and integrity of their work was completely comparable.

The panel would work together until all jobs had been evaluated and placed into a rank order of

points and therefore of value. At this point the joint exercise would cease. Unions did not wish to participate in the process of designing wage structures or deciding pay levels and grades; they preferred to retain their freedom to negotiate on proposals put forward by management on these issues.

On several occasions, in my experience, the complete involvement of unions in job evaluation made it possible for companies to change significantly the traditional relationship between the wages of engineers and electricians without any deterioration in industrial relations in the factory. If, the in 1970s, such a change had been imposed, or even seriously suggested, by management it would have been likely to provoke immediate industrial action.

I have no reason to believe that similar success could not be achieved in a college, but it would need extremely careful preparation, complete commitment from management and an investment of time and money to bring it about.

Relating job evaluation results to salaries

Whether the evaluation of jobs has been carried out by a joint management union panel or by management unilaterally, its outcome will be a list of jobs in order of value.

The points awarded using a points rating system, as well as putting jobs in order, will also give some idea of the degree of difference between jobs. The subjectivity of the weighting process, however, must be borne in mind, otherwise one may expect more accuracy than is realistic.

Having selected the benchmark jobs, ranked them and selected, defined and weighted the factors, the next step is to relate the job evaluation results back to existing salaries, to see what anomalies exist and what action needs to be taken.

This is relatively straightforward if the job evaluation exercise has been a limited one, as in the example in **Figure 3** where the gradings of 11 APT and C staff jobs were reviewed. The job evaluation points awarded to the jobs have been plotted against the incumbent's present salary level, and the APT and C grading structure has been superimposed. As a result of the review, the two jobs scoring 279 points and 308 points were upgraded from scale 5 to scale 6.

A similar approach can be used wherever the evaluation is limited to jobs within a discrete salary structure. The task becomes much more complex if an attempt is made to harmonise jobs by integrating structures.

Unfortunately, the APT and C and lecturer's NJC grading structures are not compatible. As **Figure 4** shows, the lecturers' grade spans six APT and C grades, and the PO range covers part of the lecturer grade, the SL grade and part of the management spine. Attempting to fit job evaluation points along the bottom of this graph proved an impossible task, particularly in the range from S02 upwards, where there appears to be major differentials between APT and C and lecturer grades.

One alternative might be to adopt a combination of the APT and C 'spinal column' and the management spine as the basis for a new combined salary structure. This too has its problems as **Figures 5** and **6** show.

The APT and C spine, as included in the purple book (without its upward extension), overlaps the management spine by about £6,000. In this area, there are 12 points on the spinal column but only nine on the management spine.

One solution might be to transfer everyone to the APT and C spinal column up to about £26,500 and use point 10 of the management spine upward above that level. The alternative would be to make a clean break and design a new integrated structure based directly on the job evaluation results. It is, of course, difficult to know how this would look without actually carrying out the exercise, but some intelligent guesses can be made about how the structure might develop.

Under the provisions of the 1992 Further and Higher Education Act there is nothing to stop an FE corporation negotiating its own salaries and conditions. Even if you decided, as you probably would, that it was sensible to base college salaries on those negotiated nationally between the Colleges' Employers' Forum (CEF) and the unions, there would be nothing in principle to stop you having your own unique salary structure and increasing the salary levels within it by the

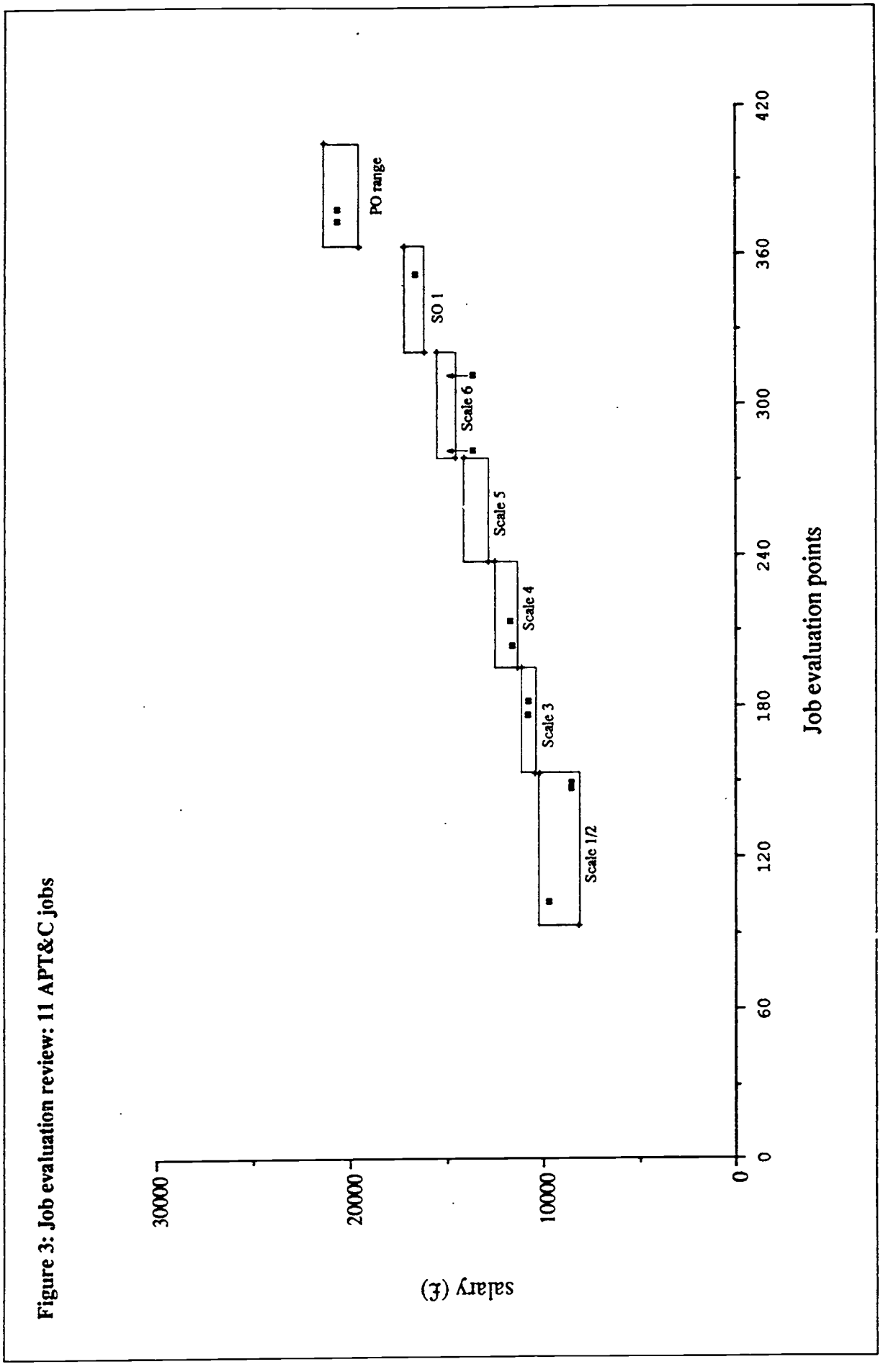


Figure 3: Job evaluation review: 11 APT&C jobs

Figure 4: APT&C and lecturer grades (November 1992 salaries)

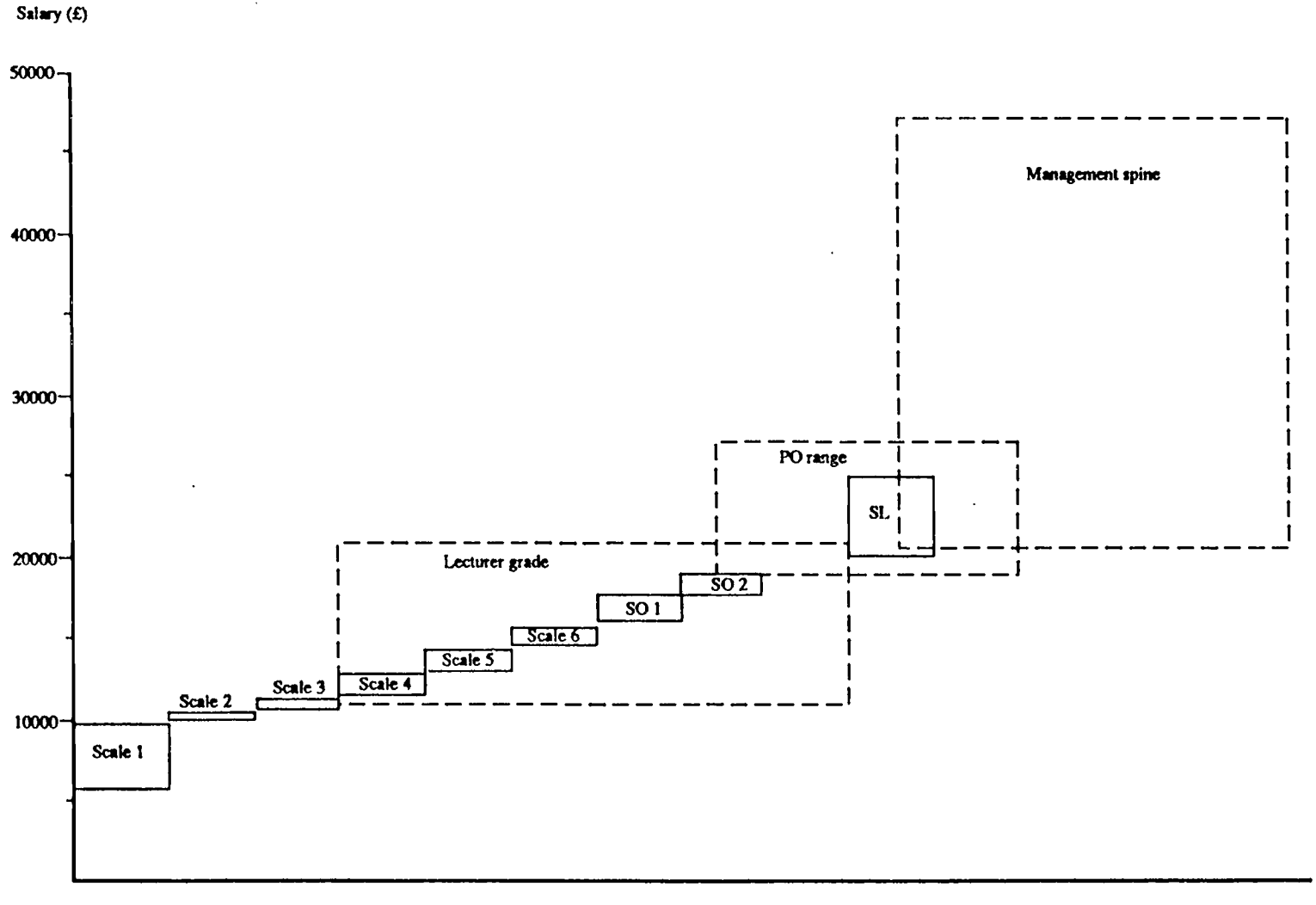


Figure 5: Overlap between top of APT&C spine and bottom of management spine

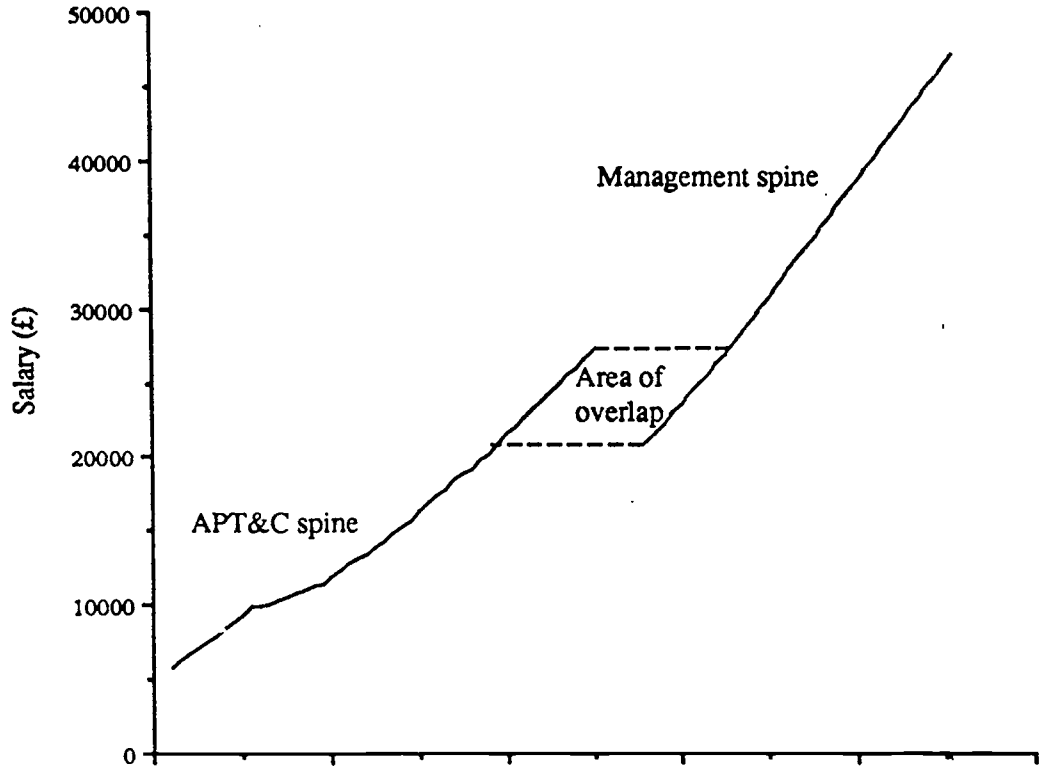
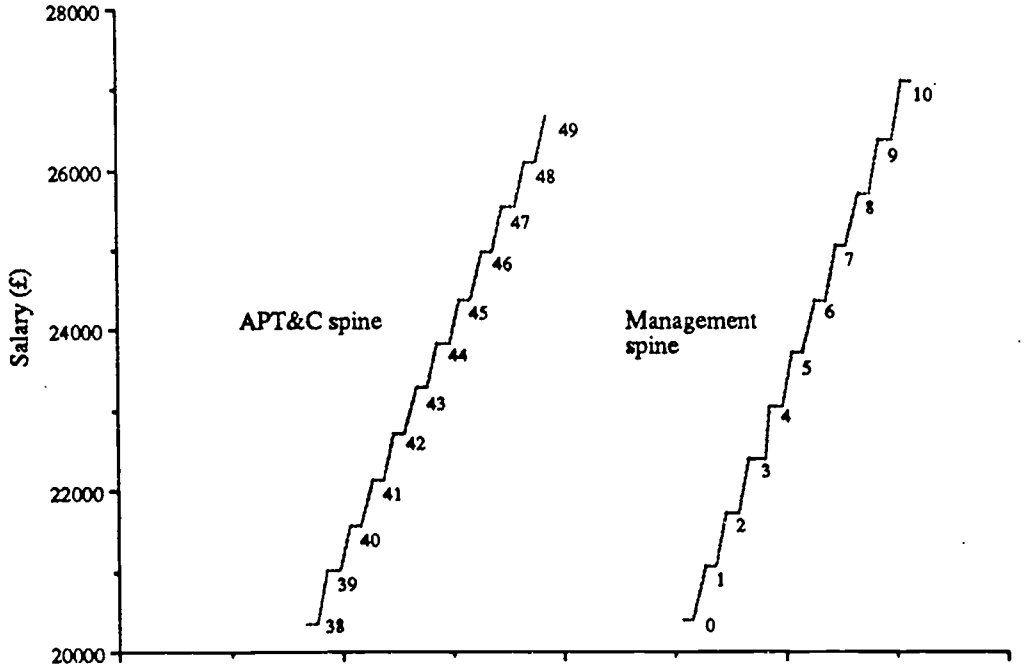


Figure 6: Area of overlap



percentage agreed in each national collective bargain. It is quite useful to be able to blame national negotiations for your failure to give a rise in line with the cost of living!

If you did decide to have your own salary structure, the first step in designing it would be to devise a **scattergraph** from your job evaluation results and payroll records. As **Figure 7** shows, job evaluation points for each job are plotted against the incumbent's present salary. (**Figure 3** is also a scattergraph, although a much simpler one.)

Figure 7 represents my best guess at how the scattergraph in a further education corporation might look in mid-1993. This graph incorporates my benchmark job evaluations, and the other jobs I have evaluated to date. It is filled out with fictitious points to give an impression of how the real thing might look.

The evidence available so far suggest that senior APT and C posts are probably underpaid in relation to their academic counterparts. Luckily, the number of jobs involved in any one college is likely to be fairly small, but colleges should be prepared for this fact when harmonisation of pay rates is contemplated.

Some thought should be given to the number of grades you are going to have. Few grades imply little promotion, big differentials between grades and continual regrading claims from those just under a grade boundary. Too many grades mean meaninglessly small differentials and little room for manoeuvre within the grade. I have assumed 11 grades from junior to vice principal in my possible model (**Figure 8**). As far as possible, grade boundaries should correspond with natural breaks in job evaluation points to minimise re-grading claims: in this respect **Figure 8** is not very good.

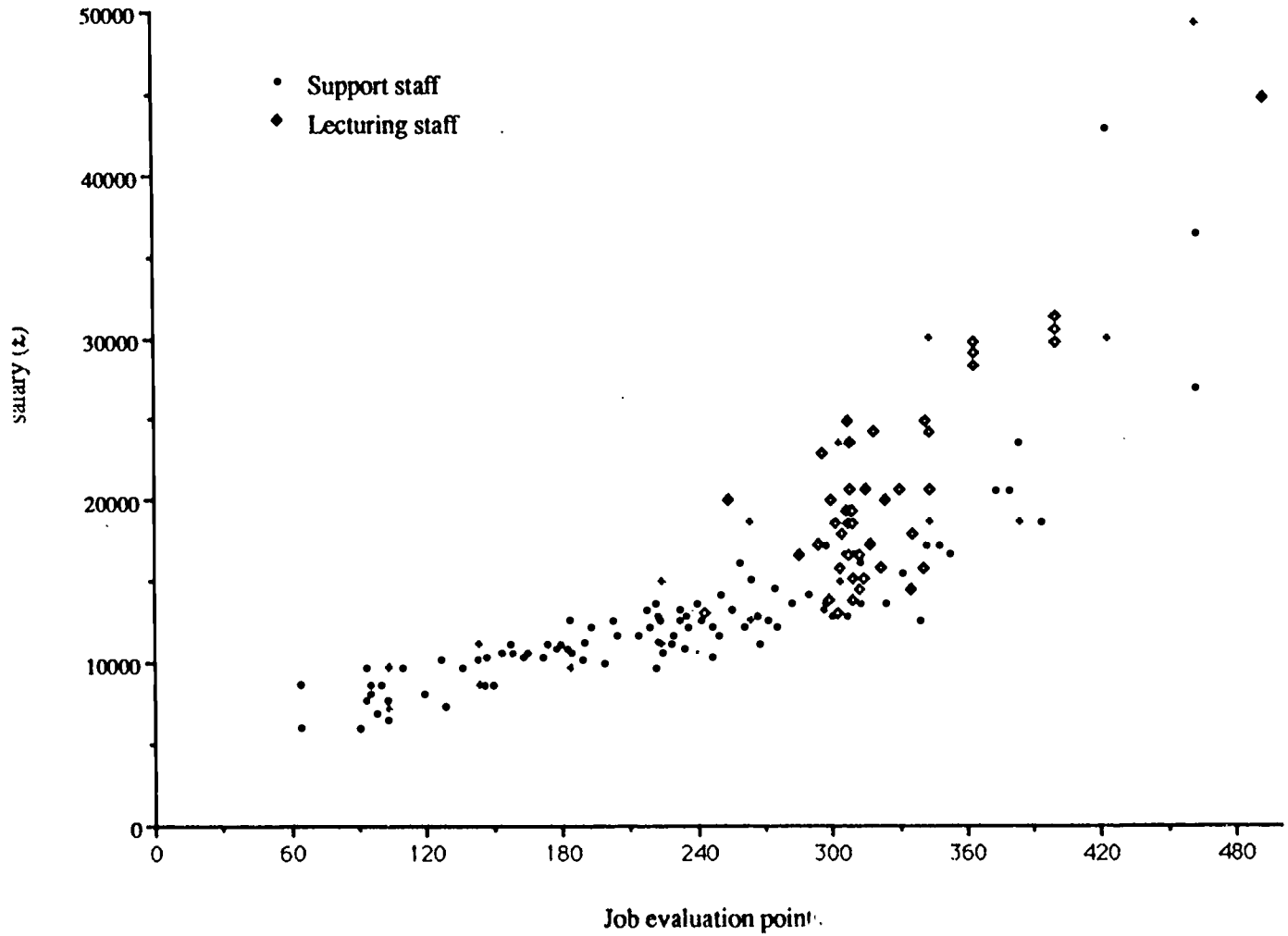
The flatness of this payment structure makes it almost inevitable that grades will overlap each other, but to overlap more than one grade would begin to make evaluation meaningless. The wage bands became wider as they go up – allowing for the fact that people tend to move through the lower grades but are progressively more likely to settle as one moves up the structure.

Progress within the grades could be, as now, by almost automatic annual increments. It is likely, however, that government pressure will sooner or later introduce some form of performance related pay. This could be used to give merit rises according to performance, varying from nothing to a substantial increment. These would determine the position of individuals within the wageband.

When implementing a new wage structure care should be taken in pitching its level. If the new wage bands are set too high, it will increase the number of people who will need rises to fit them within the right grade boundaries. If set too low, there will be too many people whose present salary is above that of their grade. In the end the matter will be decided on financial grounds. There is no point in implementing a settlement the college cannot afford.

Cases of 'overpayment' should be reviewed individually. In some cases the pay may reflect the worth of an individual who is being under-utilised by working on lower grade work. In this case the first opportunity of a transfer should be sought. At the other extreme we could have people whose pay reflects an earlier stage in their career before burn-out occurred, and the possibility of premature retirement might be considered. Where other options do not exist, the job will normally be 'red-circled' and the salary protected as long as the individual is in post. When they are eventually replaced, the successor would be paid the proper grade rate.

Figure 7: Scattergraph of FE college posts



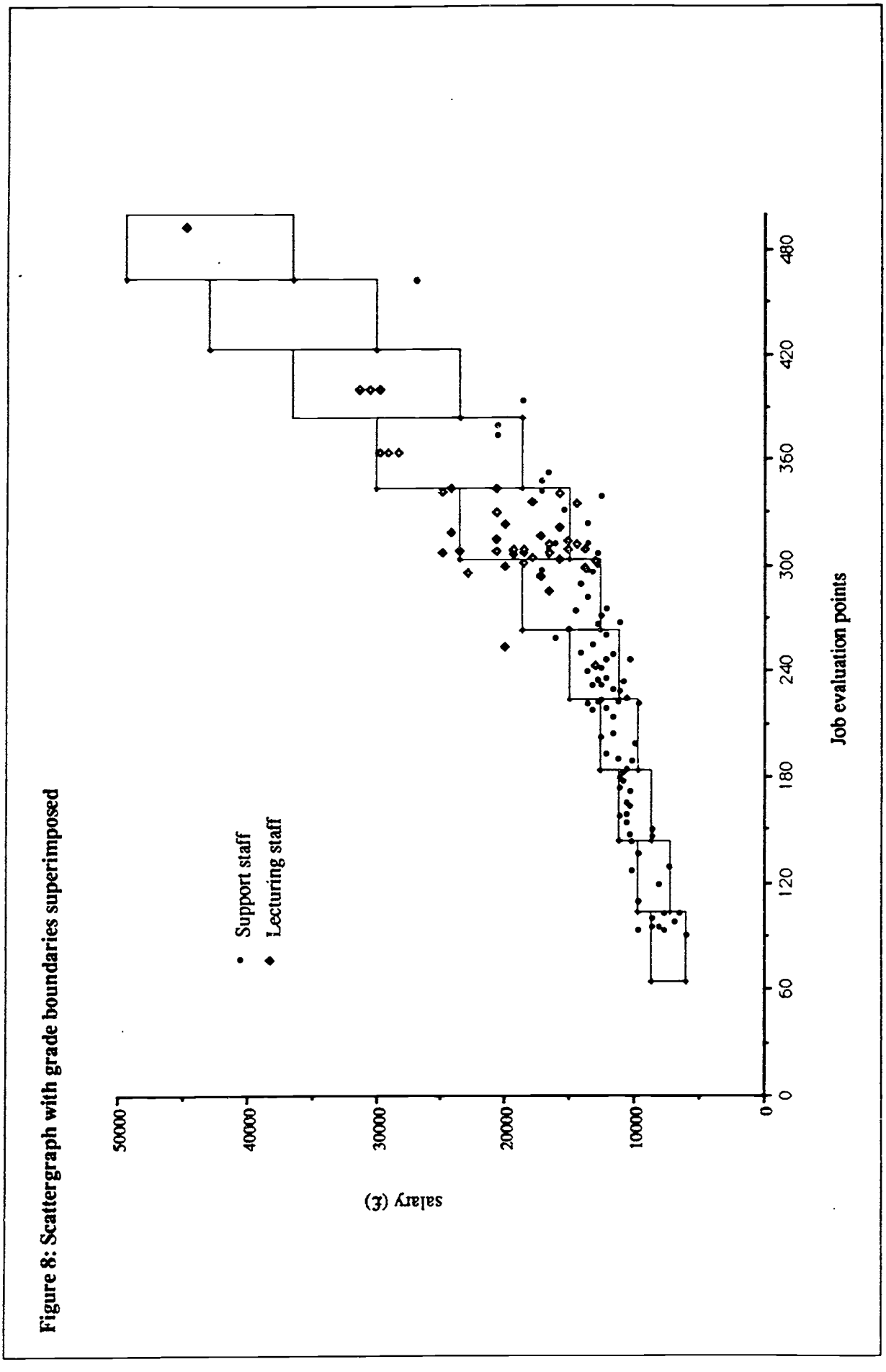


Figure 8: Scattergraph with grade boundaries superimposed

How to access the scheme

If you have found this paper interesting and feel that The Staff College job evaluation scheme could be of value to your college, we shall be pleased to help you with its implementation.

To allow you to assess the scheme for yourself, the manual is reprinted as Appendix 4, but without the points being included.

The points are missing for two reasons. In the first place, it is likely that the comparative weighting of factors will need fine-tuning to work perfectly in different colleges. A community college may be dedicated to giving access to education for unqualified unemployed members of minority ethnic groups; another college may concentrate on preparing middle-class school failures for second chance university entrance. It is hardly likely that they will have exactly the same view of the factors that are most important when determining someone's salary. This will necessitate local adjustment of the scheme if it is to be 'felt fair' by those whose salaries it decides.

There is also danger in giving unlimited free access to something as potentially dangerous as a job evaluation manual. Used without understanding, or with inadequate job descriptions, the best job evaluation manual can make matters worse rather than better and create considerable employee unrest.

We would like to be as flexible as possible in making it easy for colleges who wish to use the scheme. So far, two models seem appropriate. For a small college with a limited number of jobs to evaluate, it may be possible for The Staff College to supply consultants to carry out job analysis interviews, write or upgrade job descriptions, and then, with or without help from college staff, evaluate the jobs and report on the findings. We shall be pleased to give quotations for this sort of consultancy approach on request.

For most colleges, however, a 'do it yourself' approach is likely to be less expensive and more satisfying. We would come in to your college for two days, train a team of job analysts and help you to select benchmark jobs. When the analysts had written the benchmark job descriptions we would return and teach your job evaluation panel to rank the benchmark jobs and then use the evaluation manual to assess them. In consultation with your team we would carry out any necessary fine-tuning on the manual weighting or definitions, before leaving you to carry on with your own job evaluation exercise. The cost in this case would be about five days commissioned training to get your evaluation programme under way.

If you would like to discuss The Staff College's scheme further, please contact Bob Saunders at The Staff College (address at the front at this paper).

References

Equal Opportunities Commission (1990) **Job evaluation schemes free of sex bias** (revised edition). EOC ISBN: 9-058-293-95

Industrial Tribunal Scotland (1990) Mrs Dorothy Tedman v Strathclyde Regional Council. Case no. S/1072/90

Moravec and Tucker (1992) Job descriptions for the 21st century. **Personnel Journal.** June pp37-44

Saunders, R (1992) Job analysis and the preparation of job descriptions. **Mendip Paper MP037.** Blagdon, The Staff College

Applicable legislation

Equal Pay Act C41 1970

Sex Discrimination Act C65 1975

Treaty of Rome, Article 119. 1957

Appendix 1: Sample job description

Job title:	School Manager
Number employed in job:	16
Description updated:	March 1992

A: Job purpose

To manage and be responsible for the staff and physical resources of the assigned school.

B: Major tasks

1. Manages the staff of the school.
2. Manages the physical resources of the school.
3. Monitors, reviews and advises on quality of service provision.
4. Prepares an annual budget request and controls the allocated budget.
5. Implements, as appropriate or required, college policies and development plans.
6. Represents the interests of the school with internal and external agencies.
7. Continues personal development as a manager and promotes staff development.

C: Job activities

1. Management of staff

1.1 Allocates timetables to lecturers based upon the 'servicing requests' for teaching.
1.2 Identifies and advises on staffing needs arising from resignations, secondment and transfers or from curriculum change.
1.3 Ensures that all staff have job descriptions and statement(s) of job size(s).
1.4 Advises on specifications for replacement of staff and appointments to new posts.
1.5 Co-operates with the personnel section in the appointment of lecturers by providing information for advertisements and assisting with short-listing, previews, interviews and the appointment decisions.
1.6 Participates in the induction of new staff.
1.7 Establishes, maintains and reviews a directory of part-time staff in co-operation with the personnel section.
1.8 Ensures that, insofar as it is reasonably practicable, teaching is not impeded by staff absence through illness or other duties.
1.9 Controls, in consultation with the appropriate support service managers, the work of support staff assigned to, or available to, the school.
1.10 Meets school staff informally and formally to discuss issues and make decisions, and for communication.
1.11 Ensures that staff fulfil the requirements of their job descriptions.
1.12 Ensures that the conduct of staff conforms with cross-college policies such as health and safety, equal opportunities and smoking as well as site and school policies.
1.13 Disciplines staff using appropriate informal methods or the established formal disciplinary procedures of the college.
1.14 Delegates certain responsibilities, as appropriate, to willing and relevantly qualified or experienced staff.

2. *Management of physical resources*

2.1 Accepts managerial responsibility for care, maintenance and security of specifically designated accommodation.
2.2 Accepts managerial responsibility for the equipment, materials and portable resources which belong to the school.
2.3 Allocates accommodation and equipment to support the curriculum.
2.4 Ensures that assigned accommodation and equipment is safe and effective for its purpose and that maintenance and replacement needs are met.
2.5 Ensures that inspections and assessments are undertaken and recorded in keeping with good health and safety practice.
2.6 Responds to requirements to co-operate with health and safety inspections by HSE Inspectors, trade union health and safety representatives, the college's health and safety committee and other authorised internal and external agencies.
2.7 Implements health and safety instructions and requirements of authorities or legislation.
2.8 Ensures that an inventory of equipment and materials is kept and is available for audit.
2.9 Ensures that the accommodation and equipment are effectively secured insofar as it is reasonably practicable.
2.10 Establishes a system for reporting defects, deficiencies, loss, safety hazard and risks.

3. *Quality*

3.1 Monitors and reviews staff competency and efficiency in relation to the major tasks and job activities stated in their job descriptions.
3.2 Appraises staff when required using the agreed methods.
3.3 Monitors and reviews the adequacy and sufficiency of physical resources to meet the quality needs of the curriculum.
3.4 Advises the relevant college authorities or agencies on issues of quality.
3.5 Implements decisions which affect the quality of the school's services.

4. *Budget*

4.1 Prepares an annual budget request, based upon the school's maintenance, anticipated development, staffing and physical resource requirements, to ensure that services are delivered with an assurance of quality.
4.2 Controls the expenditure of the allocated budget.
4.3 Ensures, in conjunction with finance, that established systems for ordering and recording of expenditure are used and that allocated budget limits are not exceeded.

5. *Policies and development plans*

5.1 Implements all aspects of cross-college policies which impact upon the staff and physical resources of the school.
5.2 Establishes, maintains and reviews policies, procedures and practices for staff conduct and use of school accommodation and equipment.
5.3 Implements relevant cross-college development plans in the school context.
5.4 Implements specific development plans for the school.

6. Representation

6.1 Represents the college management to colleagues in the school in matters where management wishes to instruct, inform, consult or advise staff.
6.2 Represents the views of the school, after consultation with colleagues, in transactions with college management and with internal and external agencies, consultative groups, advisory and executive bodies.
6.3 Acts as a 'first-line' mentor, counsellor and consultant for staff with problems.

7. Personal and staff development

7.1 Establishes, maintains and develops good working relationships with colleagues.
7.2 Participates as required in any formal appraisal system.
7.3 Responds to identified personal and professional needs in management skills, subject knowledge or awareness or understanding of relevant systems, legislation and resources.
7.4 Identifies, in consultation with colleagues, the in-service training needs of individuals or of the school staff as a whole.
7.5 Promotes and co-ordinates staff activities in research, consultancy and publication when these activities contribute to the personal development of staff and enhance the school.
7.6 Negotiates with appropriate agencies that can satisfy staff training and personal development needs.

D: Performance requirements

1. Pre-entry qualifications

1.1 Degree or equivalent.
1.2 PGCE.

2. Pre-entry experience

It is unlikely that anyone with less than two to three years' experience as lecturer and course team leader could undertake the duties of this post successfully.

3. Learning period in job

Will require at least one calendar year to experience all aspects of the job and learn to carry it out without assistance.

4. Job knowledge required

Must be familiar with:

4.1 college policies and development plans;
4.2 personnel procedures (recruitment and selection, discipline, grievance, induction, appraisal etc.);
4.3 health and safety policies and practice;
4.4 quality assurance procedures;

4.5 systems of budgetary control, ordering, expenditure recording;
4.6 basic employment law;
4.7 the 'Silver Book' and relevant local agreements on conditions of service.

5. *Particular skills*

Particular skills include:

5.1 selection interviewing;
5.2 appraisal;
5.3 chairing meetings;
5.4 social, motivational, interpersonal skills;
5.5 assessing staff competency;
5.6 estimating future expenditure;
5.7 identifying training needs.

6. *Contacts and relationships*

6.1 External: interviewing job applicants; HSE Inspectors; training providers.
6.2 Internal: academic staff; support staff at all levels; students.

7. *Public relations and college image*

7.1 Monitoring of quality ensures image is maintained.
7.2 Has representative role externally.

8. *Immediate supervisor*

Assistant Director (Staffing)

9. *Confidential information*

Will inevitably acquire confidential information about own staff.

10. *Decision-making*

10.1 Produces annual budget report.
10.2 Decides lecturers' timetables.
10.3 Takes action to cope with staff absence.
10.4 Decides what action to take on marginal competence or conduct problems and on quality assurance issues.
10.5 Decides allocation of rooms and equipment.

11. *Budgets, expenditure and income*

Prepares annual budget request, makes spending decisions and controls expenditure against the budget.

12.Subordinates

12.1 full-time lecturers plus part-timers. Also responsible for the control of support staff seconded to the school.

13.Health and safety

13.1 Responsible for the health and safety of the accommodation and equipment used by staff.

13.2 Responsible for implementation of new health and safety requirements in the school, for ensuring that inspections and assessments are done, and for maintaining a reporting system on hazards, accidents, near misses etc.

APPENDIX 2: Benchmark jobs

From further education college (A)

College librarian
Part-time clerical assistant (campus libraries)
Porter
Lecturer (generic)
Site manager
Student warden
School manager
Chief technician
Programme manager
Assistant director (finance and administration)
Deputy director
Marketing manager

From institution of higher education (B)

Administrative assistant to the institute secretary
Assistant registrar (examinations)

Specially written (C)

Office junior
Staff development officer
Head chef

APPENDIX 3: Factor analysis of benchmark jobs

Factor	Post A: Librarian	Post B: Clerical assistant (campus libraries)	Post C Porter
Pre-entry qualifications	Degree. Post graduate diploma.	Good general education including GCSE English grade A-C.	Basic numeracy and literacy.
Pre-entry experience	Two years' professional library experience.	–	–
Learning period in job	Six months.	Three to six months.	Two weeks.
Job knowledge base	Library systems. Information sources. College systems.	Library systems (enrolment issues, book ordering, storage, retrieval).	Security routines. Parking rules. Use of accident book.
Particular skills	Writing. Instructing. Appraisal. Training needs analysis. Selection interviewing. Keep discipline.	Basic clerical. Keyboarding. Use of computer. Photocopying.	Telephone switchboard and answering machine.
Contacts and relationships			
External	Suppliers.	Publishers and suppliers.	All visitors to site. Delivery services. Emergency services.
Internal	Academic staff (all levels). Students.	Adademic staff (all levels). Students.	Middle managers. Students. Staff.
Caring	Managerial.	Assist students.	Assist students.
PR and college image	Quality appearance of libraries.	Orderly library and attractive displays.	The way visitors are received.
Immediate supervisor	Assistant director (resources).	Librarian.	Head porter.

Factor	Post A: Librarian	Post B: Clerical assistant (campus libraries)	Post C Porter
Confidential information	Own staff.	–	Has access to special security keys.
Decision-making	System changes. Work alloctions. (Recommends) budget allocation.	–	Decides which incidents/ observations/deficiencies to report. Decides when to refer student problems to others.
Budgets, expenditure, income	Prepares request. Capital bids. Allocates budget. Monitors spending.	Sells photocopy cards and binders.	–
Subordinates	10 full-time staff	None.	None.
Health and safety	Accmmodation. Equipment. Managerial.	As employee only.	Controls traffic movement and parking. parking. As part of security role, should exclude intruders, protect staff and students from violence. Reports accidents and calls emergency services. Resets fire alarms.

APPENDIX 4: The Staff College job evaluation scheme for further education colleges

Factor plan

(Skill factors)	**Maximum points**
1. Pre-entry qualifications	
2. Training period required	
3. Job knowledge required	
4. Particular skills	
(Responsibility factors)	
5. Contacts and relationships	
6. Confidential information	
7. Effect of decision-making	
8. Budgets, expenditure and income	
9. Managing staff	
10. Health and safety	
	500

1. Pre-entry qualifications

This factor defines the minimum level of academic or vocational qualification which would be asked for when recruiting to the job. It is the LEVEL which is important; not the specific qualification; and this level of competence may in some jobs be achieved either by academic study or by accredited learning gained from work and life experience.

Degree	Points
A. Basic numeracy and literacy will be sufficient pre-entry qualifications for this job.	
B. A national curriculum education with one or two specified GCSE passes or their equivalent.	
C. A vocational qualification at NVQ Level II or five to eight GCSE passes including Maths and English, or an equivalent educational level.	
D. A/AS level or Advanced Craft/Supervisor training to NVQ Level III; or equivalent qualification.	
E. Degree/HND or equivalent (NVQ Level IV).	
F. Postgraduate qualification (NVQ Level V).	

2. Training period required

The training period required is the time it is likely to take for an average person with the qualifications defined above to learn to operate independently without special supervision or assistance.

A qualified person starting a new job will need a period of time in which to acclimatise; to become familiar with the procedures of the job and the organisation; and to learn to carry out all aspects of the job without help. This is the learning period in the job. (Many jobs in further education have elements which cannot be performed without aquiring new knowledge and skills but which will only be experienced on an annual cycle, and therefore require a learning period in the job of one year.)

In addition, for a limited number of jobs it may be essential for prior learning to have taken place after achieving any qualification but before appointment to the job. (For instance, a graduate with a teaching qualification could not be expected to undertake the role of line manager to a team of lecturers without the prior learning experience of having lectured in an educational institution or training organisation.)

Consider the training period required by looking separately at:

i. learning period in the job; and
ii. prior learning.

(i) Learning period in the job

First allow points for learning period on the job using the following scale.

Degree		Points
A.	The post holder should be able to do the job without assistance in less than a month.	
B.	It would be likely to take a least one month but less than six months to learn to do the job independently.	
C.	The learning period would probably be at least six months but less than one year.	
D.	One year or more would be needed to learn to cover all aspects of the job without assistance.	

(ii) Prior learning

Where prior learning is essential, add a further eight points for each year of specifically defined learning experience which is necessary, up to a maximum of 40 points.

3. Job knowledge required

Some jobs require a body of knowledge to underpin their performance. In others, familiarity with one to two simple procedures may be the only job knowledge which is required.

This factor measures the amount and depth of knowledge which is required to perform the job satisfactorily.

Degree	Points
A. No other knowledge is needed than the routines of the job itself.	
B. As well as the job routines, the post-holder will need to be familiar with departmental systems and procedures.	
C. Jobs at this level require familiarity with college-wide as well as departmental systems.	
D. The job requires knowledge of a limited number of educational institutions and procedures outside the college as well as internal systems.	
E. As well as requiring familiarity with college and other systems, the job requires a thorough and up-to-date understanding of a specific subject area or the body of knowledge associated with an occupation or profession.	
F. As well as college policies and procedures and specific subject expertise the job requires an understanding of procedures, practice, changes and trends in the further education sector as a whole.	

4. Particular skills

This factor is concerned with defining the level, number and complexity of the skills used in carrying out the job. These may include mental skills, such as the use of judgement or the analysis of data; interpersonal and managerial skills like chairing a meeting or motivating others; or practical skills like word processing or operating a telephone switchboard.

Degree	Points
A. Jobs involving straightforward tasks which require little practice to achieve proficiency.	
B. Jobs involving a particular skill (or group of skills) which could take some time to master.	
C. Jobs involving the use of more than one type of skill.	
D. Jobs involving the regular application of a wide range of different skills.	
E. Jobs involving the application of a combination of mental, managerial, interpersonal and perhaps practical skills to complex problems.	

5. Contacts and relationships

This factor measures the degree to which the job involves contacts with other people and the purpose and importance of these contacts. Contacts can be face to face, or by telephone. It also recognises the fact that the performance of some jobs many require the development of caring relationships.

Degree	Points
A. Work requiring few contacts outside the post-holder's own department.	
B. Work requiring contacts with a number of people inside and outside the college but mostly for routine purposes.	
C. Work requiring contacts with a variety of people to deal with relatively straightforward matters of more importance.	
D. Work requiring regular contacts with a range of poeple to deal with important matters which are less straightforaward, or work involving sensitive interviews with individuals at which advice may be given or personal problems discussed.	
E. Work involving regular contacts with a wide range of people to deal with matters which are complex as well as important or work involving trained counselling of individuals on personal problems.	
F. Work involving regular contacts with a wide range of people to discuss complex matters which could significantly affect the future operation of the college.	

6. Confidential information

This factor measures the degree to which the post-holder has access to confidential information and assesses how serious the consequences of disclosure could be.

Degree	Points
A. The job requires little or no access to confidential information.	
B. The job gives access to information which is market sensitive or which could affect security; or to some personal information about individuals which could cause annoyance if divulged.	
C. The job gives access to particularly sensitive information about individuals which could cause real distress if disclosed.	
D. The job gives regular access to ranges of confidential files, such as unpublished examination results and personnel records, where disclosure could cause serious problems.	

7. Effect of decision-making

This factor considers how far the post-holder is required to take responsibility for decision-making and assesses the impact which the type of decisions made may have on other staff, students and the college as a whole.

Degree	Points
A. The job can normally be carried out by following clearly laid down routines or instructions, making decision-making unnecessary.	
B. Any problems arising in the course of the job will be referred to a superior for a decision.	
C. The post-holder makes decisions in consultation with others, or makes recommendations to superiors, but is not normally required to take decisions alone.	
D. Decisions made by the post-holder are likely to have a minor impact on individuals or on a small number of people, probably but not necessarily over a short-time scale.	
E. The decisions made are likely to have a minor impact on many people, or a significant impact on individuals or on a small number of people.	
F. The decisions made are likely to have a significant impact on many people.	
G. The decisions made are likely to affect the operation of the college as a whole, perhaps over many years.	

8. Budgets, expenditure and income

This factor measures the post-holder's responsibility for managing expenditure and income and considers how much authority he or she has to take action on financial matters.

Degree	Points
A. Has no financial responsibility or authority but may make requests for expenditure to a budget holder.	
B. Under supervision, makes checks on spending, or handles small amounts of cash.	
C. Although not a budget holder, makes minor spending decisions or authorises overtime within agreed limits, or handles significant amounts of cash	
D. Makes spending decisions and monitors expenditure against a delegated budget.	
E. Controls a budget at departmental level by preparing budget bids annually, allocating expenditure, making detailed spending decisions and monitoring expenditure against the budget; or can influence college income by normal performance of the job.	
F. Controls college-wide budgets and expenditure and is personally responsible for major spending decisions, or makes far reaching decisions or takes action which can significantly influence college income.	

9. Managing staff

This factor measures the degree to which management of staff is a responsibility of the job. It is also concerned with the nature of the managerial activities undertaken.

Members of college staff may be regularly led or supervised for particular purposes by people who are not their line managers. In these circumstances the managerial responsibility is limited and any problems would be referred to the appropriate line manager.

Line managers are directly responsible for the work and conduct of their immediate subordinates, but indirectly responsible also for all the employees whose reporting line is through these subordinates. The figures quoted in the degree definitions below refer to the total number of direct and indirect full-time equivalent staff in a line relationship to the post holder.

	Number of staff directly or indirectly managed								
	<2	2-4	5-7	8-13	14-25	26-50	51-100	100-200	>200
Limited managerial responsbility (e.g. monitoring or co-ordinating the work of staff, but not in a line management relationship nor acting as course team leader).									
Full line management responsibility (including involvement in recruitment and induction of new staff, delegation of duties, organisation of the work teams and control of conduct and work quality).									
No responsibility for managing staff	0 points								

10. Health and safety

All employees have some responsibility for the health and safety of themselves and others; managers have additional responsibilities because of their role. In addition, some staff are given specific responsibilities (as controllers of the use of equipment and accommodation for instance, or as 'competent persons' to carry out COSHH assessments).

This factor measures the responsibilities of the post holder for the health and safety of employees, students and the general public.

Degree	Points
A. Has no responsibilities for health and safety other than those of every employee.	
B. Has the manager's general responsibility for the health, safety and welfare of subordinates.	
C. Has specific responsibility for the safety of and the use of accommodation or equipment by staff or students (this includes students in workshops or on fieldwork as well as college staff).	
D. Has statutory duties under health and safety regulations or specific responsibilities assigned under the college health and safety policy.	

About the Mendip Papers

The Mendip Papers are a topical series of booklets written specially for managers in further and higher education. As managers and governors take on new responsibilities and different roles they face new challenges, whether in the areas of resource and financial management or in the pursuit of quality, the recruitment of students and the development of new personnel roles. The Mendip Papers provide advice on these issues and many more besides.

Some of the papers provide guidance on issues of the moment. Others offer analysis, providing summaries of key recent research studies or surveys. The authors are experts in their areas and offer insights into the ways in which the fields of post-school education and training are changing.

Mendip Papers provide up-to-date information on important current issues in vocational education and training, as well as summaries of research studies and surveys, along with informed and sometimes controversial perspectives on the issues. Managers need Mendip Papers to keep abreast of current developments and to deal with key problems and challenges. Staff development officers and trainers will find them invaluable as a basis for in-college management training and staff development activities.

The list of Mendip Papers is growing steadily. If you have tackled a particular piece of research or conducted a survey in the fields of further, higher or adult education, or have undertaken an innovative management initiative which would be of interest to other managers, please contact the series editor, Lynton Gray, at The Staff College with a view to publishing your work and disseminating it throughout the post-school education system.

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